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ABSTRACT

A resource kit for teaching French in a French-Canadian cultural context is represented by a teacher's guide, a student resource booklet, and a tape transcript. This module is designed for use at the intermediate or advanced level of secondary instruction. Classroom activities are based on a cassette tape that introduces some of the phonological characteristics of Canadian French. Variations between Canadian and Standard French are used to introduce students to some linguistic phenomena and terminology. Upon completion of the module, the student will have an acquaintance with: (1) language variation and its sociocultural basis; (2) specific phonological and lexical differences among varieties of French (for example, apico-dental vs. uvular "r"); and (3) the phenomena of assibilation and diphthongization. Two listening comprehension quizzes are included. One of these is designed to test ability to discriminate between Canadian and Standard French sounds, the other to assess comprehension of a prose passage read in Canadian French. (JB)

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LE FRANÇAIS PARLÉ AU CANADA

Teacher's Guide

Prepared by
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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MODULES PROJECT

The Modules Project is a research and development curriculum project that prepares multimedia classroom materials for teaching French as a second language in elementary and secondary schools. The project has three main purposes: firstly, to be of immediate help to teachers by developing modules as supplementary materials for current French programs: secondly, to initiate alternative approaches to present French-as-a-second language curriculum practices; and finally, to demonstrate a set of procedures for materials development that stress research on the information contained in a module and evaluation of modules prior to their publication.

A module is not a program. It is a unit or kit, independent of existing programs, which can be used very flexibly in response to a variety of teaching situations or to differences among students' needs. Each kit deals with one specific aspect of learning a language. A module can arouse interest in a topic, teach a linguistic feature, or provide an opportunity to use the language in an activity. All modules consist of a set of materials containing, for example, tapes, filmstrips, pictures or booklets. They also include a small handbook for teachers and students with background information, suggested classroom activities and a selected bibliography. Some modules are for use in class; others have been developed for group or individual use. Some are appropriate for a particular age and grade level; others have application over a wide range of ages and grades.

Instead of offering a fixed progression, modules can be compiled into a 'bank' of units which can be used in whatever way they suit a particular course, teacher, or set of students. Eventually, a bank of modules might be considered an alternative to an existing fixed sequential program. What modules can do today is to complement existing programs and make up for gaps and deficiencies without upsetting the pattern of the programs which are currently in use in the schools.

Topics for modules are chosen from among those aspects of second language learning that are lacking in or not sufficiently emphasized by current programs. The topics are carefully documented before modules are prepared to ensure that module content is authentic. All modules are classroom-tested in a number of schools across Ontario and subsequently revised before they are published.

The project is funded by the Learning Materials Development Fund, Ontario Ministry of Education and by the Ontario Institute for Studies in Education.

We hope that modules will help to vary the activities in French classes and assist the teacher in the time-consuming job of gathering additional materials and information.

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Introduction

In the teaching of French as a second language today there is a great need for varied teaching materials since students have different backgrounds, approach learning in diverse ways, and progress at varying rates. There is also a need for materials in French that are both interesting and worthwhile in their content.

The Modern Language Centre of the Ontario Institute for Studies in Education, aware of this requirement, has been developing small kits of teaching materials, or "modules." A module is a unit or kit, independent of existing programs, dealing with one specific aspect of learning a language. A module can arouse interest in a topic, teach a linguistic feature, or provide an opportunity to use the language in an activity. All modules consist of a set of materials in kit form containing, for example, tapes, filmstrips, pictures, or booklets. They also include a small guide for teachers and students containing background information, suggested classroom activities, and a selected bibliography. Some modules are for use in class; others have been developed for group or individual use. Some are appropriate for a particular age and grade level; others may be applied over a wide range of ages and grades.

Taken individually, most modules cover only a small part of the French curriculum at any one grade or level. But a number of modules, taken together, can constitute a valuable part of the French curriculum whereby students learn something of interest and value in French, or about French, and use the language in absorbing activities.

We have developed a number of modules for use at a particular grade or level. Teachers will thus be able to choose from among these modules and other materials when developing their programs, combining the units in whatever way would best suit a particular course, teacher, or group of students.

Hopefully modules will help to vary the activities in French classes while assisting the teacher in the time-consuming job of searching for and preparing additional materials and information.

OBJECTIVES

- To give English-speaking students of French as a second language an opportunity to listen to Canadian French speech.
- To promote greater communication and understanding between French-Canadian and English-Canadian students.
- To familiarize students with some dialect differences exemplified in the phonology of Canadian French.
- To allow students to become acquainted with certain general linguistic phenomena and terminology.

TARGET AUDIENCE

Le Français parlé au Canada is intended for secondary school students, aged 16 to 18, who have an intermediate to advanced knowledge of French as a second language (about four years of French language instruction). In Ontario it is recommended for grades 11, 12, and 13.

COMPONENTS

- 1 Cassette tape
- 35 Handbooks to be used with the tape
- 35 Resource booklets, *What is Canadian French?*
- 1 Teacher's Guide with suggestions for using the module and including masters of two quizzes to be used with the tape
- an Evaluation Checklist and return envelope

MODULE CONTENT

The information in the tape/handbook and resource booklet is based on a number of sources which are listed in the selected bibliography. In addition, the tape/handbook includes an analysis of a corpus of free speech taken from interviews with eleven French-Canadian teenagers.

In the tape/handbook, speech samples are isolated and described for students as accurately yet as simply as possible. This analysis has been complemented by excerpts from unedited recordings of discussions with French-Canadian teenagers (single words and words in short phrases) which best illustrate the speech sample under discussion. However, the listener should remember that the single words and short phrases which serve as examples of a particular isolated sound can only be approximations of this sound because a sound is conditioned by its environment and thus may change in quality, in length, or in some other ways when placed in

proximity to other sounds, that is, in a word or phrase.

The speech examples discussed in this module are not restricted to the French spoken in any one region of Canada. While many of our examples come from Quebec, others come from Northern Ontario, or from francophones originally from Quebec but now living in Toronto. *The speech samples which have been selected highlight some of the common features which one may hear in Canadian French. We are not suggesting that all these features are found among speakers of Canadian French all of the time.*

In this module we hope to make students aware of the fact that differences exist among French speakers. While such differences may arouse emotional reactions in people, becoming aware of these differences is a valuable part of language education, leading hopefully to open discussions on such terms as "accent," "dialect," and "standard."

EVALUATION

An important aspect in the development of *Le Français parlé au Canada* was its evaluation through classroom testing prior to publication. The module was field-tested widely throughout Ontario in both rural and urban settings. Twenty-four teachers agreed to use the module in thirty-six classes involving eighteen schools throughout the province. Students in grades 10 and 13 who had been studying French from 2½ to 12½ years used the module. They represented a broad range of ethnic and socio-economic backgrounds. The following questions guided the evaluation:

1. What was the appropriate level for the module?
2. Did the module provide enough information for the teachers?
3. Did teachers and students enjoy working with the materials?
4. Would teachers consider including the module in their regular programs?
5. What did the students learn from the materials?

The module was found to be appropriate for students in grades 11 to 13 who had received a minimum of four years of instruction in French. Teachers felt that there was sufficient information for the students. In response to specific criticisms, the resource booklet *What is Canadian French?* was revised. Both teachers and students enjoyed the module, and a very high proportion of teachers felt that it should be part of their regular French program. As for student achievement, classes with at least four years of French instruction were able to perform well on the two quizzes included in the module. The quizzes require students to recognize the sounds of Canadian French in words and short sentences and to differentiate these sounds from their Standard French equivalents.

Suggestions for Use

This module is designed for individual or group use. If equipment is unavailable, the module may also be adapted for class presentation. The teacher may wish to use one or two class periods to introduce the module to the whole class before organizing further group or individual activity. The following points for discussion might be included in such an introduction:

DAY 1: GENERAL ORIENTATION

Establish a general orientation through personal questions. For example:

- Have you been to a French-speaking region of Canada? Did you speak French? Was French spoken to you? Did you understand?
- Do you listen to radio or television programs in French? Which programs?
- Have you ever noticed any differences in accent or words among native French speakers?

Language, Dialect, and Canadian French

The teacher may use the resource booklet *What is Canadian French?* in discussing with students questions such as the following. (Students may contribute their experiences with languages they know.)

- What is a dialect? Do you know any languages that have dialects? Can you give examples of dialect differences in English?
- What is Standard French? What are some of the benefits of learning Standard French? What might be some of the disadvantages of having a standard or norm in language? Do you think that the kind of French you are learning is appropriate? Why or why not? What is meant by "French French" or "Canadian French"?
- How did Canadian French develop? What are the characteristics of Canadian French?
- French has borrowed from English; can you think of any examples where English has borrowed from French?

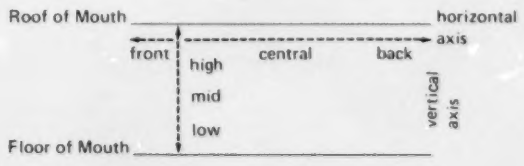
Have students listen to the interview at the beginning of the tape.

- Can you identify the kind of French you have just heard? Did you understand? If not, what would be some of the reasons why the interview was difficult to follow? Might the accent of the speakers have been a factor?

DAY 2: HOW SPEECH SOUNDS ARE MADE

The tape that the students will hear describes Canadian French sounds comparing them with Standard French. A very brief description of how speech sounds are formed may help students to understand the tape more fully. Distribute the handbooks and ask students to look at the diagram on the back cover. Explain the following points:

- Speech sounds are made by air passing from the lungs through the windpipe and escaping through the mouth and/or nose.
- Oral sounds are made when air passes through the oral passage only. Nasal sounds are formed when air passes through the nasal passage. When a consonant is nasal, the passage through the mouth is closed and the air stream passes through the nasal passage and out through the nose, thus accounting for the nasal quality of the sound.
- The tongue is very flexible and takes on many different shapes while we speak. If it impedes or obstructs the flow of the air stream, the sound produced is called a consonant. For example, the tape talks about the apico-dental "r" in French. "Apico-dental" means that the apex or tip of the tongue impedes the flow of the air stream by vibrating against the upper teeth ridge.
- If the tongue does not obstruct the flow of the air stream, the sound is called a vowel. The tongue always makes a hump in the mouth when producing vowel sounds. Therefore, in describing a given vowel sound, we refer to the highest point of the hump in the tongue. The highest point in the tongue is located on two axes – horizontal and vertical. The vowels then are described in terms of the vertical axis from the floor of the mouth to the roof of the mouth and in terms of the horizontal axis from the front to the back of the mouth. For our purposes we may describe vowels on the vertical axis as high, mid, or low, and on the horizontal axis as front, central, or back.



Thus we see that during the production of vowel sounds the mouth cavity acts as a resonating chamber whose form is changed by the position and shape of the tongue.

- The lips can be rounded or unrounded and this can change the quality of the vowel sound, e.g. in Standard French
  [i] – lips unrounded
  [y] – lips rounded

As students read the handbook, they will come across notations in square brackets. The notations use the International Phonetic Alphabet (IPA), an alphabet devised to represent graphically the most important sounds occurring in the world's languages.

Tape/Handbook

Individual or Group Use: Teachers are encouraged to set aside a listening area for individual students or a small group. The handbooks should be given out. Students should feel free to take as much time as they need to understand the explanations and examples of dialect features. They may replay sections of the tape as often as necessary. When they are ready, they may proceed to work individually on the two quizzes and check their answers afterwards with the teacher. (Correct answers to Quiz Numbers I and II are provided in Keys on page 5.) The teacher might find it helpful to check off each student's name when he has completed this module, and make a brief note of the student's achievement as well.

Class Use: Teachers may wish to use the tape/handbook with the entire class in a guided listening experience. Distribute student handbooks and proceed through the entire tape together with students, repeating sections of the tape where students indicate that this is necessary. If equipment is available, teachers may allow groups of four to five students or individual students to use their own handbooks and repeat the listening experience.

QUIZZES

Two short quizzes are given at the end of the tape. Masters of Quiz Numbers I and II are provided on pages 7 and 8 for the teacher to use by duplicating as many copies as required. Keys to the quizzes are also included on page 5.

These two tests were used in evaluating the module before it was published. Test 1 has twelve items covering sounds that represent significant differences between Canadian and Standard French. Test 2 consists of seven sentences which make up a short story. Most of the vocabulary used in Test 2 is taken from the examples of Canadian French used on the tape. Students listen to each sentence and then write down what they think the sentence says. (Test 2 could also be given to students as a dictation exercise and scored using the teacher's own system.)

Scoring Procedures. Each correct answer in Test 1 is given one point. Scores for responses to Test 2 are weighed according to the following scheme:

- 3 points for a "good" (fully acceptable) translation.

  Example: He lived in a (very) small village (for "Il habitait dans un tout petit village").

- 2 points for an "acceptable" translation (showing that the main idea was understood, but some grammatical or lexical cues were missed).

  Example: He lives in a very small village.

- 1 point when the translation shows that some isolated words were understood, but not the main idea.
- 0 point for omission or a totally wrong translation.

Summary Test Statistics. Both tests were given to several hundreds of students in Ontario. The final analysis of the tests is based on a sample of 258 students, selected in such a way that all regions of the province and grade/ability levels of the target audience were represented. The students were divided into several ability groups based on length of French study. Both tests proved to be valid and reliable for classroom use. Their reliability coefficients, based on the whole group and subgroups, ranged from .60 to .72 for Test 1 and .68 to .83 for Test 2 (Hoyt estimate of reliability).

Keys to Quizzes

QUIZ NUMBER I

Example	DEVANT	1	(2)	3
	DIX	1	2	(3)
	PETITE	1	(2)	3
	TOUTE	(1)	2	3
	VITE	1	(2)	3
	LÀ-BAS	1	(2)	3
	L'ÂGE	1	(2)	3
	LE SANG	1	2	(3)
	JUSTEMENT	(1)	2	3
	VOISIN	1	(2)	3
	QUINZE	1	2	(3)
	MÈRE	1	2	(3)
	SCOLAIRE	(1)	2	3

QUIZ NUMBER II

1. Mon cousin a quinze ans.
2. Il habitait dans un tout petit village.
3. Depuis la mort de sa mère, il habite à Toronto.
4. Ça fait déjà dix ans qu'il habite à Toronto.
5. Mais il n'aime pas les grandes villes.
6. Il dit que dans les grandes villes . . .
7. les gens ne sont pas tellement sympathiques.

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- Dr. Chau Tran for developing the quiz items.
- Students and school teachers in whose classrooms the module was tested.

Master Copies

To use, just fold back teacher's guide at the appropriate page and duplicate.

Quiz Number 1

NAME _____ CLASS _____

You will hear the same word said three times. The three pronunciations correspond to the boxes numbered 1, 2, and 3 below. One of the pronunciations is different. Identify the one which is different and decide whether it is Standard or Canadian French. Then *print clearly* the letter *F* (for Standard French) or the letter *C* (for Canadian French) in the correct box. Here is an example.

Example: DEVANT	1	2	3

The second pronunciation is *different* and it is *Canadian French*; therefore, you should place the letter *C* in the second box as shown below.

Example: DEVANT	1	C	3

Are you ready? Let's begin.

I.	1	2	3
II.	1	2	3
III.	1	2	3
IV.	1	2	3
V.	1	2	3
VI.	1	2	3
VII.	1	2	3
VIII.	1	2	3
IX.	1	2	3
X.	1	2	3
XI.	1	2	3
XII.	1	2	3

Quiz Number 11

NAME _____ **CLASS** _____

Listen to the following short story. After the story has been read to you once, each sentence will be repeated and followed by a pause. During this pause, write down in English what you think the sentence means.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

Le Français parlé au Canada

Resource Booklet

The Ontario Institute for Studies in Education

What is Canadian French?

Canadian French is a dialect of French. To understand what this means we must try to define the terms *language* and *dialect*. What is a language? And what is a dialect of a language?

LANGUAGE

People speak of "the English language" or "the French language" without really giving too much thought to what these terms mean. Yet when we try to define a language, we find that it is really very complicated. For example, although we refer to the English language as if it were spoken the same way wherever English is used, we know that in actual fact this language is spoken differently in different parts of the world. For example, the English take a "lift" to reach the tenth floor of a tall building, while an American or Canadian rides an "elevator." Toronto has a "subway," London an "underground." There are many examples of this kind that show the differences between North American and British English.

We know too that the English we use is different depending on where we are and to whom we are speaking. For example, "Hiya" is an acceptable greeting to a friend in the schoolyard but really not appropriate when being introduced to an older person for the first time.

English even varies from individual to individual. No two persons speak exactly alike. There is always something in the words a person chooses or in his or her manner of speaking that is different from all other speakers of the same language.

With all of these differences in the way a language is used, and with an awareness of how fine a distinction at times exists between language and dialect, how can we define and describe a language? A language can be defined as "the words, their pronunciation, and the methods of combining them used and understood by a considerable community and established by long usage" *(Webster's Third New International Dictionary).*

DIALECT

Within one language, many clearly observable differences of pronunciation together with an idiomatic usage of words often appear in the different regions where the language is spoken. At times there may also be differences in grammar. We have already mentioned that there are many differences between British and North American English. To deal with regional differences, the linguist distinguishes different dialects. Thus British and North American English may each be called a dialect of English; we may speak of "American English" or

"British English." The French language also has regional variations or dialects. For example, the French spoken in southern France is different from that of Paris. Canadian French is different again. The French of southern France, Parisian French, and Canadian French may be considered different dialects of French.

What distinguishes one dialect from another? Often it has to do with accent, that is, the different way people from various regions pronounce the words in their language. A North American can often recognize an Englishman simply by hearing him speak. Similarly, a European French speaker may notice differences in the way a Canadian French speaker talks. These differences may be in the pronunciation of some sounds or they may be differences in intonation or stress. Most likely a combination of factors, all reaching our ear, will lead us to say, "He's got an English accent," or cause the European French speaker to identify a Canadian French accent. The same is true in reverse: an Englishman may recognize an American accent and a Canadian French speaker a European French accent.

Besides differences in accent, dialects often have different words referring to the same thing. For example:

Canadian English	**British English**
elevator	lift
subway	underground
trunk (of car)	boot
hood (of car)	bonnet
garbageman	dustman

How many dialects does a language like English or French have? There really is no answer to this question. The more precise the linguist's description, the smaller each dialect is taken to be and therefore the greater the number of dialects. We have already noted some differences between British and North American English and have called each a dialect of English; but within Great Britain and within North America there are also regional variations.

Within British English, for example, there are differences in the way English is spoken by a Scotsman and a speaker from southern England. An American from the northeastern states may speak quite differently from one who comes from the southern United States. But both the American and the Scotsman are considered to speak the same language – English.

But what about a Dutch speaker and a German speaker who lives close to the Netherlands border? The way each speaks might be very similar, but in this case the Dutchman is said to be speaking Dutch while the German is considered to be using a dialect of German. Yet the differences in speech between the German and the Dutchman may be no greater than between the speech of the southern American and the Scotsman. In the one case, however, we refer to two languages – German and Dutch – while in the other case we refer to only one language – English. It is clear, therefore, that in some cases the terms "language" and "dialect" are politically determined.

We have identified Canadian French as a dialect of the French language. But this does not mean that every Canadian French speaker speaks in the same way. There are regional variations within Canadian French. A French-speaking person from the Martimes may speak French differently from a native of Sherbrooke, Quebec, for example. There may also be variations among different regions in Quebec.

REGISTER

Regional dialect is not the only type of variation within a language. The way we speak also depends on our particular set of circumstances. Our greeting to a prospective employer at the start of a job interview may not be the same as the one we would use to an old friend whom we happen to meet

afterwards. Gossips over the backyard fence sound very different from an executive making a speech at a board meeting. A page from a weekly magazine looks very different from a legal document. Each situation, each use, calls for its own language type. If the wrong type is chosen for a particular situation, the use of the language is inappropriate. If you use a very informal greeting when introduced to your prospective employer, you may be accused of being ill-mannered.

These social variations of a language are often called *registers*. Between different registers there may be differences in words, grammar, or pronunciation – or a combination of all three.

STANDARD LANGUAGE

Among all of the variations of a language, one form is often felt by native speakers of the language themselves to be somehow more important and prestigious. This way of speaking and writing may serve as a model to the whole territory in which the language is spoken. This widely accepted form of the language is called the *standard language*.

In this way we may describe an idealized norm or model of the French language as Standard French, which is the form of French employed in many books on French grammar and pronunciation, books to which we all refer when we have questions on what is the right and wrong way to say something. Standard French is the type of French usually taught in schools. It is also taught to native French speakers in their own French classes.

The value of having a standard language, like Standard French, is that communication is made easier. When French speakers from different dialect areas have learned Standard French, they are able to understand one another more easily than if they were all speaking their own dialects.

But the existence of a standard language may have a drawback as well. The pressure to conform to a standard language may lead non-standard-language speakers to believe that the form of the language they speak is inferior to the standard language. Speakers of the standard language may also look down upon those who speak regional dialects or certain social variations of their language.

These feelings of inferiority or superiority reflect people's attitudes toward standard or non-standard varieties of a language. Although there is nothing inherent in one variety or another of a language that makes it better or worse than another variety, yet there are certain situations in which the standard form of the language is considered to be more acceptable or more appropriate.

Today some world languages, like English, have more than one standard. The Standard English that a Canadian child is taught at school differs in some respects from the Standard English that a British child is taught.

In the tape/handbook presentation of this module, we will be pointing out certain accent differences or differences in pronunciation that exist between Standard French – the form of French that is widely taught in schools – and the French one may hear among Canadian French speakers. But first let us learn a little more about Canadian French by examining its origins and some of its major characteristics.

ORIGINS OF CANADIAN FRENCH

Between 1608 and 1700, approximately seven thousand settlers came to Canada from France. More settlers came from the western coastal areas – Brittany, Aunis, Poitou, and Normandy – than from any other part of France. Almost all of the settlers were rural folk, and they brought with them their regional dialects. Although at this time in France a standard language had evolved at the court at Versailles, it was spoken and understood by relatively few Frenchmen throughout the country. People generally communicated with each other locally in a regional dialect or patois. Not surprisingly, therefore, the new settlers in Canada had some trouble understanding each other at first, although some of the settlers probably spoke both their native patois and Standard French.

Very soon, as a result of living together, regional differences disappeared and within about three generations a more uniform language had developed. This uniformity of language appeared in Canada much sooner than in France. Indeed, French visitors to Canada during the eighteenth century compared Canadian French to the best speech of France and were amazed at the homogeneity found in the language spoken by the settlers and their children.

After Canada was ceded to Great Britain in

1763, the direct influence of France ended. With the arrival of the United Empire Loyalists in the years following the American Revolution, French Canadians found themselves sharing their country with a growing number of English speakers, and Canadian French acquired a number of English borrowings. After 1763, differences between the speech of French Canada and that of France became more and more apparent and eventually a distinctive Canadian French developed.

Characteristics of Canadian French

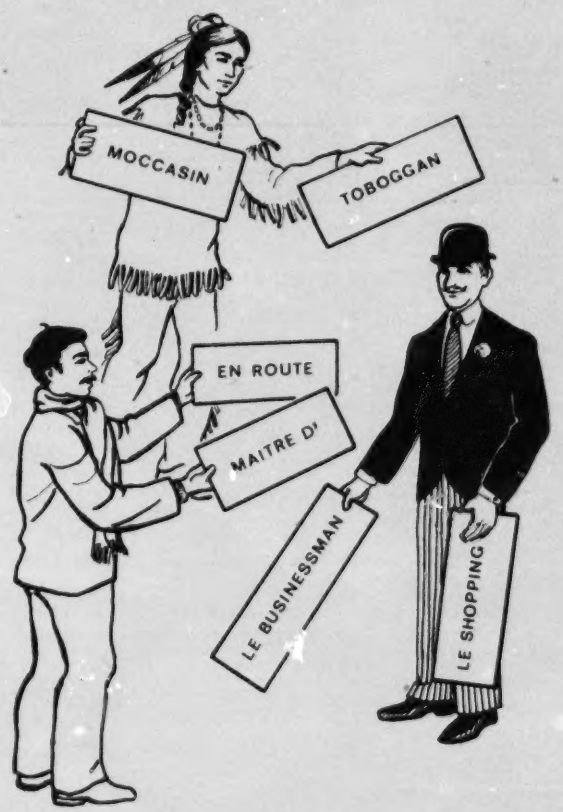
Canadian French today differs from Standard French in a number of ways. Canadian French has retained words, pronunciations, and idioms that have long been dead in France. Among the archaisms, one hears *fiable* (Standard French, *digne de confiance*, trustworthy).

This tendency to preserve old words is balanced by a tendency to innovate. In Canadian French, new words have been created out of existing French words (for example, *magasiner*; Standard French, *faire des emplettes*, to shop), or new meanings have been given to existing French words (for example, *poudrerie*; Standard French, *rafale de neige, blizzard*, blizzard).

Indian words were among the new words added to the French language by the early settlers. These borrowings from the Indian languages occurred primarily in place names (for example, *Manicouagan, Chicoutimi*) and in the names of animals unknown in France (for example, *caribou*, caribou; *original*, moose). A few words for other objects were also borrowed (for example, *mocassin*, moccasin; *kayak*, kayak; *tabagane*, toboggan), but on the whole, Canadian French, like Canadian English, was little affected by the Indian tongues.

The dominance of English in North America, on the other hand, has had a major effect on the development of Canadian French. Canadian French has borrowed much from English, especially in technical vocabulary. Heavy borrowing occurred during the nineteenth century as urbanization began and the speech of city workers started to differ from that of the rural population. This trend has continued into the present century.

Canadian French is not alone in having borrowed heavily from English. European French also has many English loan words (for example, *le shopping, un businessman, le building*), despite the fact that a Frenchman's or a Belgian's contacts with English are more remote. This tendency to borrow from English attests to the powerful position of English in economic, political, technological, and other spheres. (It may also be pointed out that English has done its share of borrowing from French. *En route, rendezvous*, and *maître d'hôtel* are but three examples of French loan words in English.)



So far we have discussed the differences between Standard French and Canadian French in terms of words and phrases. Another major difference is the accent. The sounds of Canadian French and Standard French are often not the same. Some of the differences are pointed out in the tape/handbook of this module.

JOUAL

Not all speakers of Canadian French speak in the same way. Many French Canadians and linguists feel that there are regional variations within Canadian French. Canadian French also varies with the social setting, just as European French does. One variety of Canadian French is known as *joual*. Linguists are not in agreement as to what constitutes *joual*. One writer characterizes it as "the jargon of urban French Canada."[1] It is described as having a non-standard grammar, a strong infusion of English loan words and English word order, and much dropping of sounds in comparison with Standard French – the word *joual* itself is a pronunciation of *cheval*.

ATTITUDES TOWARD CANADIAN FRENCH

Linguists use the terms "Standard French" and "Canadian French" to characterize the two varieties of French, without in any way implying that one is better than the other. However, language is often an emotional issue and speakers of Canadian French have positive and negative attitudes toward their dialect and toward Standard French.

On the one hand, some French Canadians feel that the French spoken in Canada is inferior and should conform to Standard French. They may cite the advantages of speaking an international French that is readily understood by all French speakers throughout the world. By "international French" they usually mean "Standard French."

On the other hand, some French Canadians take pride in the distinctiveness of their dialect and are unwilling to conform to another standard. There are certain writers, for example, Michel Tremblay, who have chosen to write in *joual*. For these speakers, Canadian French in linked with feelings of nationalism in Quebec.

1. Mark M. Orkin, *Speaking Canadian French. An Informal Account of the French Language in Canada*, revised edition (Toronto: General Publishing Company, 1971).

CONCLUDING REMARKS

We have traced the origins of Canadian French and have mentioned some of the features that make the French spoken in Canada different from the French spoken in other parts of the world.

One of the differences between Canadian French and Standard French is in the accent. You will hear some of these accent differences in the tape/handbook section of this module.

Variation, as we have seen, is an integral part of language. Whether speaking or writing, listening or reading, language variation can be found in differences in style, in regional dissimilarities, and in differences among individuals.

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Les gens de mon pays
Ce sont gens de paroles
Et gens de causerie
Qui parlent pour s'entendre
Et parlent pour parler
Il faut les écouter...*

Les Gens de mon pays by Gilles Vigneault. Taken from *Les Gens de mon pays*. Reproduced by permission of Les Nouvelles Editions de l'ARC, Montreal.

Interview

(D) . . . Tu aimes ta langue, tu trouves que c'est beau? Oui?

(L) Ah oui!

(D) Tu aimes écouter parler le québécois?

(L) Oui.

(D) Enfin tu dirais que tu parles le québécois?

(L) Oui.

(D) Tu penses que c'est différent du français?

(L) Ah oui!

(D) Dans quelle mesure?

(L) Parce que le français . . . donc, donc en tant que règles c'est la même chose mais en tant qu'accent c'est pas pareil.

(M) L'accent est différent, aussi d'une région à l'autre du Québec c'est différent.

(L) Tu vas venir en Gaspésie l'accent va être différent, vraiment différent de moi, c'est pas, c'est pas pareil; j'ai des gens que je connais qui viennent de Carleton, de Paspébiac en Gaspésie, tout ça et puis ils ont tellement un accent, disons les îles aussi, les îles de la Madeleine, y'ont tellement un accent . . . j'en connais qui viennent, qui étudient avec moi là, à Rimouski, puis au début on avait de la difficulté à les entendre, à les comprendre, on avait beaucoup de difficulté parce qu'ils ont un accent vraiment différent de nous.

Narrator I: Did you know that there is more than one way to speak French: Yes, that's a fact. For instance, Canadian French is different from

the French spoken in France. Why is that? It's very simple really. You see, Canadian French speakers and the speakers in France have been separated for more than two centuries. As a result, differences have come up in the French spoken by these two groups. Some of the differences involve new vocabulary items, and some involve different ways of pronouncing words. With this tape you are going to concentrate on some of the differences in pronunciation between Canadian French and Standard French. We've recorded examples of Canadian French for you which were taken from discussions with French-Canadian teenagers your own age. We've isolated some special sounds that you should concentrate on because these sounds are an important part of Canadian French speech.

We've also included some comparisons with similar sounds in Standard French. So when you listen to the examples on this tape, listen carefully – and actively. How do you listen actively? Easy. You only need to remember the sound example you have just heard, and listen for it in the words and phrases as you hear them. Read the explanations in the booklet while you're listening to the tape. They will help direct your listening and make it easier for you to understand.

You will be listening to different ways of pronouncing vowels and consonants – the Canadian French way and the Standard French way. Remember to read the explanations and examples while you are listening to them. It will help you to understand. And remember to listen actively for the new sounds.

Narrator II:

Consonants – If you were in Paris and asked someone what day it was on a Tuesday, you would most likely get the answer *mardi*. If you

asked the same question in Montreal, Quebec City, Three Rivers, or Sherbrooke, you might well get the answer *mardzi*. There is a difference in the pronunciation – did you catch it? What causes this difference? Well, when the consonants [t] or [d] are followed by vowels formed high in the mouth, French Canadians may add a certain friction to these consonants. This is known as *assibilation*. As a result, *mardi* may be heard as [mardzi], *petite* may be heard as [pətsɪt] , and *tuque* may be heard as [tsʏk] . Listen to the words and phrases which now follow for more examples of assibilation:

différente – différence – différent – tout à fait différent

dizaine – dix ou onze ans – une dizaine d'années – dix ou onze ans

c'est un petit village – c'est un petit village

parties – vous montez les parties

nos habitudes italien/ne/s – nos habitudes italien/ne/s

Speakers of Canadian French pronounce the "r" sound in one of two ways. Sometimes the sound is made by vibrating the tip of the tongue against the upper teeth ridge and then it sounds like this: [r] . This kind of sound is called the apico-dental "r" and is often heard around the Montreal region. Listen to some more examples of the apico-dental "r":

Ontario – le nord de l'Ontario, Timmins

pour – période – pour une période de trois ans

Toronto – à comparer à Toronto

les grands-parents de ma mère sont morts

Ah, oui, une très, très grande différence

Another way of pronouncing the "r" sound in Canadian French is similar to Standard French and sounds like this: [ʀ]. This is a rolled or fricative consonant made by vibrating the uvula against the back of the tongue. This sound is called the uvular "r" and is generally found in the region around Quebec City. Listen to some more examples of the uvular "r":

groupe – un groupe de formés

transition – on a fait la transition

grand – c'est plus grand

français – je me force à écrire en français aussi

Vowels – If you have ever noticed a difference in the speech of someone from Quebec or Northern Ontario for example, and someone from France, it may have been because of their different way of pronouncing vowels. For instance, French Canadians may say *Canada* [kanadɔ], *pas* [pɔ], *voilà* [vwalɔ], while speakers of Standard French may say *Canada* [kanada], *pas* [pɑ], *voilà* [vwala]. The short [ɑ] or [a] sound at the end of the words you've just heard may be pronounced as the back rounded vowel [ɔ] in Canadian French. Listen for this sound in the following examples:

là-bas

on a ses amis

pas – on était pas parfait bilingue

pas eu de problème

Ben je crois pas

je sais vraiment pas pourquoi

Speakers of Canadian French may also pronounce *vite* as [vɪt], *étude* as [etvd], and *route* as

[rʊt]. This is because they are using a lower, more open, and less tense set of vowels than do speakers of Standard French. Compare these words:

Standard French	[vit]
Canadian French	[vɪt]
Standard French	[ʀut]
Canadian French	[ʀʊt]

Do you hear the difference in the vowel sounds?

Practice with the following examples:

toute – toutes les activités qui se faisaient à l'école

on l'écoute

ça roule

plus – mais pas plus – c'est pas plus

vite – parlait trop vite

j'habite Sherbrooke

ville – ville – tou[te]s les villes d'alentour sont maintenant réunies comme une grande ville

dix – dix ou onze ans

sympathique – sont vraiment sympathiques

musique – musique – surtout de la musique anglaise

rudes – les jeux rudes

l'étude – j'ai pris goût à l'étude

d'habitude – nos habitudes italien[ne]s

The nasal vowel sound [ɑ̃] as heard in Standard French *temps* [tɑ̃] may be pronounced quite differently in Canadian French. The Canadian French sound is usually made more at the front of the mouth and sounds like this: [ɛ̃] or [ã].

Compare these words:

Standard French	[tɑ̃]	
Canadian French	[tɛ̃]	or [tɑ̃]
Standard French	[vɑ̃]	
Canadian French	[vɛ̃]	or [vɑ̃]

Listen to the words and phrases which now follow for more examples:

justement – non justement

trois ans – pour une période de trois ans

probablement – probablement oui

commencement – différent

maintenant – maintenant c'est l'habitude

Your neighbor in Sherbrooke may call you his *voisin* [vwazɛ̃]. Your neighbor in Paris may call you his *voisin* [vwazɛ̃]. Canadian French speakers may tell you you speak French *bien* [bjɛ̃], while Standard French speakers will say *bien* [bjɛ̃]. Why the difference? It's because these Canadian French speakers are using a front nasal vowel sound which they form closer to the roof of the mouth than do speakers of Standard French. Listen to the following examples of this higher, front nasal vowel sound:

ça m'apporte rien

voisin – cousin – mon cousin

quinze – à peu près quinze piastres

quinze – les miens – souviens – les miens – je me souviens qu'à l'âge de quinze, seize ans

moins – oh non, ils sont moins stricts

When Canadian French speakers pronounce long vowels they may also change the sound of this vowel while lengthening the sound. This is called *dipthongization*. Compare these examples:

Standard French	[gaʀaʒ]
Canadian French	[gaʀawʒ]

Standard French	[mɛʀ]
Canadian French	[majʀ]

Did you hear the vowel sound changing? Listen to more examples of dipthongization:

scolaire – pas au niveau scolaire

ensemble – on s'entend bien ensemble

apprendre – pour apprendre

l'âge de quinze, seize ans – je me souviens qu'à l'âge de quinze, seize ans

Narrator I: You've just heard examples of Canadian French speech. Can you recognize them now? Let's find out. Turn to Quiz sheet No. I.

This section is now finished. Replay this part as often as you want to check your answers. Then turn to Quiz No. II.

This section is now finished. Replay this part as often as you want to check your answers. This is the end of the tape.